

# Curriculum blueprint



**PCC4U**

PALLIATIVE CARE  
CURRICULUM FOR  
UNDERGRADUATES

Funded by the Australian Government  
Department of Health

## Student learning resources 2017


## MODULE 1

## Principles of palliative care



To provide health care that's relevant to community needs, you need to understand the experiences, preferences and care requirements for people with life-limiting illnesses.

**Module 1: Principles of palliative care** will help students develop the knowledge and skills needed to provide quality care, across various health care settings, to people with life-limiting illnesses and their families.

SECTION	TITLE	ACTIVITY	VIDEO 
1	Death and dying in contemporary society	<ol style="list-style-type: none"> <li>1. Factors influencing death and dying</li> <li>2. Individual factors influencing death and dying</li> <li>3. Cultural factors influencing death and dying</li> <li>4. William's story</li> </ol>	1min 32sec
2	Caring for people with life-limiting illnesses	<ol style="list-style-type: none"> <li>5. Assessing people's needs</li> <li>6. Understanding quality of life</li> <li>7. Ethical issues and end of life</li> <li>8. Who needs palliative care?</li> <li>9. William – One year later</li> <li>10. William's illness progresses</li> </ol>	2min 49sec 2min 29sec
3	Standards for providing palliative care	11. Palliative Care Australia's Standards	
4	Reflections		

**WILLIAM'S STORY** William is a 60-year-old man with stage IV colorectal cancer with liver metastases. He has worsening liver function and his prognosis is poor. His care involves the GP and community team.

**Graduate Capability 1, 2, 4**


## MODULE 2

## Communicating with people with life-limiting illnesses



Providing support for people with life-limiting illnesses requires you to understand the meaning of the illness and its effects on individuals. It is vital to identify and acknowledge an individual's concerns and sources of distress, and respond to these effectively.

**Module 2: Communicating with people with life-limiting illnesses** will help students develop their skills in communicating with people with life-limiting illnesses and their families.

SECTION	TITLE	ACTIVITY	VIDEO 
1	The experience of being diagnosed with a life-limiting illness	<ol style="list-style-type: none"> <li>1. The challenges faced</li> <li>2. Michelle's story</li> </ol>	1min 22sec
2	Supportive communication	<ol style="list-style-type: none"> <li>3. Communication principles</li> <li>4. Receiving distressing news</li> <li>5. Understanding palliative treatment</li> <li>6. Michelle's illness progresses</li> </ol>	3min 1sec 2min 33sec 3min 48sec
3	Communicating with Children	<ol style="list-style-type: none"> <li>7. How to communicate with children</li> <li>8. Raising concerns</li> </ol>	4min 17sec
4	Providing person-centred support	<ol style="list-style-type: none"> <li>9. Understanding sources of distress</li> <li>10. Responding to losses</li> </ol>	5min 24sec
5	The spiritual dimension of care	<ol style="list-style-type: none"> <li>11. Understanding spiritual needs</li> <li>12. Spiritual conversations</li> </ol>	5min 15sec
6	Support for people at the end stages of life	<ol style="list-style-type: none"> <li>13. End-of-life concerns</li> <li>14. Preparing for Michelle's death</li> </ol>	4min 22sec
7	Self-care for health care professionals	15. Adopting self-care strategies	
8	Reflections		

**MICHELLE'S STORY** Michelle is 38 years old and lives with her partner Peter and two children. She has a recurrence of breast cancer with metastatic deposits on her spine, managed with palliative radiation therapy and palliative chemotherapy. As Michelle's condition deteriorates, palliative care is introduced by the cancer care team, with support from the palliative care nurse to help prepare and support Michelle and Peter for Michelle's end-of-life care at home.

**Graduate Capability 1, 2, 4**


## MODULE 3

## Palliative assessment and intervention



To understand a person's symptoms and identify appropriate intervention strategies, a comprehensive, multidimensional approach to assessment is needed.

**Module 3: Palliative assessment and intervention** will help students develop the knowledge and skills needed to identify the health needs of people with life-limiting illnesses and develop understanding of the principles for managing common clinical problems in palliative care.

SECTION	TITLE	ACTIVITY	VIDEO 
1	Illness trajectory	1. Life-limiting illnesses 2. Herbert's story	1min 35sec
2	Assessment of common symptoms	3. Symptom assessment 4. Six months later 5. Expert opinion 6. Assessment tools	2min 27sec 2min 31sec
3	Evidence-based symptom management	7. Palliative interventions 8. His illness progresses 9. Expert opinion	2min 15sec 1min 6sec
4	Reflections		

**HERBERT'S STORY** Herbert is a retiree with a history of systolic heart failure. His heart failure has progressed to Class III heart failure and continues to worsen, requiring assessment and symptom management. Following admission to hospital with pulmonary oedema, he is referred to the local specialist palliative care team.

**Graduate  
Capability  
2, 3, 4**


## MODULE 4

## Optimising function in palliative care



Maintenance of physical, psychological and social functioning is important to ensure optimal quality of life for people with life-limiting illnesses and their families.

**Module 4: Optimising function in palliative care** will help students develop their understanding of how to provide support for people with life-limiting illnesses and their families. In particular, it focuses on issues of loss, establishing goals of care, and understanding the effect of care giving.

SECTION	TITLE	ACTIVITY	VIDEO 
1	Living with a life-limiting illness – experiencing loss	1. Responses to loss 2. Bob's story	2min 27sec
2	Goals of care and advance care planning	3. Establishing goals of care 4. Three months later 5. Advance care planning	1min 09sec
3	Optimising physical and social function	6. Assessing and maintaining function 7. Exploration	1min 39sec
4	Understanding the impact of care giving	8. Caregiver needs 9. His illness progresses 10. Bereavement	5min 14sec
5	Reflections		

**BOB'S STORY** Bob was diagnosed with Motor Neurone Disease 12 months ago. As Bob's illness progresses a physiotherapist and occupational therapist become involved in his care. As his condition deteriorates and day-to-day activities are increasingly difficult the GP explores the options for care and respite with Bob and his wife.

**Graduate  
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2, 3, 4**

## TOPIC 1

## Multidisciplinary care



To provide care that is responsive to the complex and multifaceted needs of individuals with a life-limiting illness, it is important to understand the functions and processes associated with a multidisciplinary approach to care.

**Topic 1: A multidisciplinary approach in palliative care** will help students develop the skills needed to work effectively within the context of a multidisciplinary team when providing care to people with life-limiting illnesses and their families.

SECTION	TITLE	ACTIVITY	VIDEO
1	Principles of a multidisciplinary approach	<ol style="list-style-type: none"> <li>1. What is a multidisciplinary approach to care?</li> <li>2. Betty's story</li> <li>3. Principles of multidisciplinary care</li> </ol>	1min 31sec
2	Planning multidisciplinary care	<ol style="list-style-type: none"> <li>4. Patient-centred care planning</li> <li>5. The multidisciplinary team</li> <li>6. The team meeting</li> <li>7. Ongoing information and communication</li> </ol>	4min 31sec 3min 36sec
3	Providing multidisciplinary care at the end-of-life	<ol style="list-style-type: none"> <li>8. Betty's disease progresses</li> <li>9. The team implements an end-of-life care plan</li> <li>10. Standards of care</li> <li>11. Alan's perspective</li> </ol>	1min 29sec 2min 4sec
4	Reflections		2min 48sec

**BETTY'S STORY** Betty is a 79-year-old woman with Stage 3 Chronic Kidney Disease (CKD) and multiple co-morbidities who has been managed by her GP in conjunction with the multidisciplinary team at the Kidney Clinic. The team continues to meet as Betty's kidney disease progresses to stage 4 and then to end stage kidney disease, establishing and implementing a management plan to support Betty and her family at home through this time.

**Graduate Capability 2, 3, 4**

## TOPIC 2

## Caring for Aboriginal people with life-limiting conditions



To provide quality care for people with life-limiting illnesses and their families, you need to be able to respond effectively to their specific needs.

**Topic 2: Caring for Aboriginal people with life-limiting conditions** will help students develop the knowledge and skills needed to provide quality care, across various health care settings, to Aboriginal people with life-limiting illnesses and their families.

SECTION	TITLE	ACTIVITY	VIDEO
1	Caring for Aboriginal people with life-limiting illnesses	<ol style="list-style-type: none"> <li>1. Tom's story</li> <li>2. Engaging with Aboriginal communities in providing palliative care</li> <li>3. Acknowledging specific needs</li> <li>4. Communication principles when caring for Aboriginal people</li> <li>5. Communicating with Tom's family</li> <li>6. Building capacity</li> </ol>	2min 16sec
			1min 40sec
			3min 40sec
5	Reflections		

**TOM'S STORY** Tom is a 55-year-old Aboriginal man with advanced lung cancer and multiple metastases who collapses at home. Discussion between the nurse and the hospital Aboriginal Liaison Officer highlights several key issues to consider when caring for an Aboriginal family.

**Graduate Capability 1, 2, 3, 4**


## TOPIC 3

## Caring for children with life-limiting conditions



To provide care that is responsive to the specific needs of children with life-limiting conditions and their families, it is important to understand the social, personal and illness experiences of individuals facing such a condition and how the principles of palliative care can be applied to support children and their families.

**Topic 3: Caring for children with life-limiting conditions** will help students develop the knowledge and skills needed to provide care, across various health care settings, to children with life-limiting conditions and their families.

SECTION	TITLE	ACTIVITY	VIDEO 
1	Understanding needs of children with life-limiting conditions and their families	<ol style="list-style-type: none"> <li>1. Impact of life-limiting conditions</li> <li>2. The family's experience of their child's life-limiting illness</li> <li>3. Emily's story</li> <li>4. Paediatric palliative care concepts</li> </ol>	1min 34sec
2	Principles of care for children with a life-limiting illness	<ol style="list-style-type: none"> <li>5. Communication with children and their families</li> <li>6. Emily's review</li> <li>7. Collaborative approaches to care</li> </ol>	3min 44sec
3	Supportive care interventions	<ol style="list-style-type: none"> <li>8. Supportive approaches to care</li> <li>9. Emily's case conference</li> <li>10. Psychosocial and spiritual support for children</li> <li>11. Psychosocial and spiritual support for families and community</li> <li>12. Emily's progression</li> <li>13. Self-care for health professionals</li> </ol>	6min 30sec  1min 2sec
4	Reflections		

**EMILY'S STORY** Emily is a child with congenital hypoplastic left heart syndrome who lives in a rural location with her family. Emily is not suitable for a heart transplant and as her illness progresses her GP introduces the concept of palliative care to support Emily and her family. A telehealth consultation is arranged with the metropolitan cardiology and paediatric palliative care teams to plan Emily's care.

**Graduate Capability**  
1, 2, 3, 4


## TOPIC 4

## Culture-centred care of people with life-limiting conditions



To provide appropriate care that responds to the specific needs of people with life-limiting conditions, it is important to recognise cultural considerations associated with end-of-life and bereavement.

**Topic 4: Culture-centred care of people with life-limiting conditions** will help students to develop knowledge and skills associated with providing culturally appropriate care for people with life-limiting conditions.

SECTION	TITLE	ACTIVITY	VIDEO 
1	Diversity in contemporary Australian society	<ol style="list-style-type: none"> <li>1. Diversity in Australia health care</li> <li>2. Culturally diverse populations in Australia</li> <li>3. Amy's story</li> </ol>	3min 01sec
2	Culture-centred communication	<ol style="list-style-type: none"> <li>4. Intercultural communication principles</li> <li>5. Decision making and care planning</li> <li>6. Amy is admitted to an aged care facility</li> </ol>	2min 52sec
3	Providing person-centred care	<ol style="list-style-type: none"> <li>7. Access to services and care</li> <li>8. Symptom management</li> <li>9. Cultural and individual differences</li> <li>10. Understanding spiritual needs and sources of distress</li> </ol>	4min 18sec
4	Support for people from culturally diverse backgrounds at end stages of life	<ol style="list-style-type: none"> <li>11. End-of-life care</li> <li>12. Support for Amy's family at end-of-life</li> </ol>	1min 18sec
5	Reflections		

**AMY'S STORY** Amy lives with her mother Mei and son Eric. Amy and Mei speak English as a second language. Amy was diagnosed with early onset probable Alzheimer's disease when she was in her 60s. Mei and Eric care for Amy in their home until she requires a high level of care, which they are unable to provide. On admission to the aged care facility, a medical interpreter is engaged to translate information to Amy and her family. The interdisciplinary team at the aged care facility provide end-of-life care for Amy and her family.

**Graduate Capability**  
1, 2, 4

